



Annual Report to the Higher Education Funding Council for Wales and Universities Wales

2015-16

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Introduction

1 The Quality Assurance Agency for Higher Education (QAA) has agreed a service level agreement (SLA) with the Higher Education Funding Council for Wales (HEFCW) and Universities Wales (formerly Higher Education Wales) for the period 1 August 2009 until 31 July 2015. The agreement was extended to cover 2015-16 and this report covers the period 1 August 2015 to 31 July 2016 and sets out how QAA has met its responsibilities.

2 The SLA specifies that QAA will provide a report to HEFCW and Universities Wales at the end of each year for the period of the agreement. This report includes:

- a report on progress against the programme of services for 2015-16
- a breakdown of expenditure against the headings of the payment schedule for Wales 2015-16 (see Appendix A)
- a summary of review outcomes covering the period of the SLA (2009-16) (see Appendix B).

3 The SLA has been extended for one year to cover the period 2016-17.

Achievements in 2015-16

Table 1: achievements against programme of services for 2015-16

Activity	Completed: yes, no or partially
Conduct and complete four Higher Education Reviews (Wales) at: Aberystwyth University; Grŵp Llandrillo Menai; Grŵp Neath Port Talbot College; and Gower College including training of review teams and briefings for institutions	Yes: see paragraphs 8-15
Conduct a mid-process student-focused engagement (MSE) at Glyndŵr University.	Yes: see paragraph 16
Conduct Annual Monitoring visit to the University of Wales	Yes: see paragraph 18-21
Operate a Concerns scheme to cover HE provision in Wales	Yes: see paragraph 28
Provide training and support to secure the involvement of students in the Higher Education Review: Wales process; and support the Wales Initiative on Student Engagement (Wise Wales) and student engagement in quality assurance processes	Yes: see paragraphs 34, 43-47
Work with HEFCW, Universities Wales, the Higher Education Academy (HEA) and the higher education sector on quality assurance and enhancement issues relating specifically to Wales	Yes: see paragraphs 38-43
Attend meetings of relevant committees, including the HEFCW Student Experience, Teaching and Quality Committee (SETQC) and the Quality Assurance and Enhancement subgroup (QAESG)	Yes: see paragraph 45-47
Liaise with other relevant bodies, including the Welsh Government, Estyn, HEA, Coleg Cymraeg Cenedlaethol and the National Union of Students (NUS) Wales	Yes: see paragraph 60 and table 2
Ensure an organisational capacity to deal with Welsh- medium enquiries and meet Welsh Language Scheme requirements	Yes: see paragraphs 64-65

Summary of activities 2015-16

Review activity

- 4 QAA conducted:
- four Higher Education Reviews: Wales
 - one Mid-process student focus engagement (MSE)
 - one educational oversight monitoring visit in Wales (Centre for Alternative Technology)
 - one annual monitoring visit to the University of Wales
 - HER EC - Navitas Swansea

Review support activity

- 5 QAA provided:
- a briefing for providers with reviews in 2015-16
 - a training event for review teams, institutional staff and student representatives with reviews in December 2015.

Development and enhancement activities

- 6 QAA held and/or supported the following:
- a Quality Enhancement Network Event: Student Engagement in Annual Monitoring
 - the Engagement Team recently presented a session at the NUS Wales Course Representative conference and attended the Partnership for Wales conference.

Other support activity

- 7 QAA held and/or supported the following:
- QAA Wales Committee: meetings were held in 26 November 2015, 2 March 2016 and 25 May 2016
 - meetings in Wales: QAA officers attended 26 meetings in Wales, which included presentations and workshops for Higher Education Review: Wales
 - QAA Office in Cardiff: the current sharing arrangement with NUS Wales has been extend to cover 2016-17.

Review activity

Higher Education Review: Wales

Aberystwyth University

8 In April 2016, QAA conducted a Higher Education Review: Wales at Aberystwyth University.

9 The review lasted for four days and was conducted by a team of four reviewers. The report was published in August 2016.

Judgements

The QAA review team made the following judgements:

- The setting and maintenance of the academic standards of awards **meet** UK expectations.
- The quality of student learning opportunities **meets** UK expectations.
- The quality of the information about learning opportunities **meets** UK expectations.
- The enhancement of student learning opportunities **meets** UK expectations.

Features of good practice

The QAA review team identified the following areas of good practice:

- The pre-enrolment process and personalised support for students, including those with specific learning needs, which facilitates their entry to the University (Expectation B2).

Recommendations

The QAA review team made the following recommendations:

- ensure the systematic involvement of students as partners in programme approval and review, and the enhancement of the student experience (Expectations B5, B1 and B8)
- ensure that a consistent approach to academic appeals is practiced within and across institutes (Expectations B9, B6 and C)
- ensure that all postgraduate research students receive appropriate training before undertaking teaching and assessment (Expectations B11, B3 and B6)
- ensure consistency of core information provided to students in handbooks within and across institutes (Expectations C and B9)
- consolidate and clearly articulate strategic priorities for the enhancement of learning opportunities at institute level (Enhancement).

Affirmations

The QAA review team affirmed the following actions:

- The steps being taken to implement formal periodic review processes at programme level (Expectation B8).

Grŵp Llandrillo Menai

10 In March 2016, QAA conducted a Higher Education Review: Wales at Grŵp Llandrillo Menai. The report was published in July 2016.

11 The review lasted for three days and had three reviewers. Details of the judgements, features of good practice, recommendations and affirmations are set out as follows:

Judgements

The QAA review team made the following judgements

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and/or other awarding organisations **meets** UK expectations.
- The quality of student learning opportunities **meets** UK expectations.
- The quality of the information about learning opportunities **meets** UK expectations.
- The enhancement of student learning opportunities is **commended**.

Features of good practice

The QAA review team identified the following areas of good practice:

- The sustained proactive and systematic support for students who are preparing for their engagement with higher education (Expectation B4).
- The highly effective use made of external examiner reports to inform quality development (Expectation B7).
- The sustained and cohesive partnerships with employers which support curriculum development and delivery (Expectation B10).
- The effectiveness of HEQASG in identifying opportunities and initiatives for enhancement of learning and teaching (Enhancement).
- The detailed use of its online tracking system (eDRAC) for assisting learners in reflecting on their learning and in enhancing their skills and confidence as learners (Enhancement).

Recommendations

The QAA review team made the following recommendations:

- develop arrangements to maximise the use made and impact of the student representative system (Expectation B5)
- strengthen mechanisms for ensuring that all students are informed of the outcomes of institutional and module-level survey (Expectation B5)
- improve planning and communication between delivery staff to avoid overload in the timing and scheduling of assessments (Expectation B6)
- put in place a procedure for the periodic review of its Pearson provision and ensure that appropriate training is provided for review panel members and programme teams (Expectations B8, A3.4).

Grŵp Neath Port Talbot College

12 In March 2016, QAA conducted a Higher Education Review: Wales at Grŵp Neath Port Talbot College. The report was published in September 2016.

13 The review lasted for three days and had three reviewers. Details of the judgements, features of good practice, recommendations and affirmations are set out as follows:

Judgements

The QAA review team made the following judgements:

- The maintenance of the academic standards of awards offered on behalf of its degree awarding bodies and other awarding organisations **meets** UK expectations.
- The quality of student learning opportunities **meets** UK expectations.
- The quality of the information about learning opportunities **meets** UK expectations.
- The enhancement of student learning opportunities **requires improvement to meet** UK expectations.

Features of good practice

The QAA review team identified the following areas of good practice:

- The multiple mechanisms to support students, particularly those from non-traditional higher education backgrounds in areas of deprivation, to achieve their academic, personal and professional potential (Expectation B4).

Recommendations

The QAA review team made the following recommendations:

- establish a process to record systematically staff engagement with higher education-specific continuing professional development (CPD) and scholarly activity (Expectation B3)
- take further steps to ensure the effectiveness of the College's internal moderation processes and make such processes clear for external examiners (Expectations B6, B7)
- ensure that all additional course costs are clearly indicated in all appropriate publications (Expectation C)
- strengthen mechanisms for the central oversight and monitoring of the accuracy and timeliness of all published information (Expectation C)
- take steps to develop existing networks to facilitate employer input to the design and approval of programmes (Expectations B1, A3.4)
- provide an annual consolidated summary of the strengths and areas for improvement identified from all external examiner reports (Expectation B7)
- ensure that all employers are provided with appropriate information on course content and students' progress (Expectation B10)
- working with the awarding body, embed work-based learning in appropriate modules to adhere to the requirements of the Foundation Degree Qualification Benchmark (Expectation A1)
- ensure more comprehensive oversight by the College's Senior Management Team of the awarding bodies' programme monitoring and review reports (Expectations B8, A3.3)
- develop formal processes for selecting and training student representatives and

- monitoring the effectiveness of the arrangements (Expectation B5)
- working with the awarding bodies, consider how external examiners' reports for awards offered across a number of providers can be disaggregated to indicate the partner responsible for delivery (Expectation B7)
- develop a strategic approach to enhancement and ensure that enhancement initiatives are identified and implemented in a planned manner across the College (Enhancement).

Affirmations

The QAA review team affirmed the following actions:

- The development of a Learner Information for Tutors (LIFT) system, which brings together all student information and enables effective support throughout the duration of study (Expectations B2, B4).
- The progress being made to define and develop student representation and the steps being taken to embed student representation at all levels (Expectation B5)

Gower College Swansea

14 In March 2016, QAA conducted a Higher Education Review: Wales at Gower College Swansea. The report was published in October 2016.

15 The review lasted for three days and had three reviewers. Details of the judgements, features of good practice, recommendations and affirmations are set out as follows:

Judgements

The QAA review team made the following judgements:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and other awarding organisations **meets** UK expectations.
- The quality of student learning opportunities **meets** UK expectations
- The quality of the information about learning opportunities **requires improvement to meet** UK expectations
- The enhancement of student learning opportunities **meets** UK expectations

Features of good practice

The QAA review team identified the following areas of good practice:

- The helpful and comprehensive offer booklet, which aids students' entry to higher education (Expectation B2).
- The College's commitment to, and promotion of, staff development, which impacts positively on student learning (Expectation B3).
- The student conference, which promotes student engagement with their learning opportunities (Expectation B5).
- The role of the higher education advocates, which enhances students' learning opportunities (Enhancement).

Recommendations

The QAA review team made the following recommendations:

- ensure that alignment with national frameworks for programme qualifications

is explicitly considered in its internal programme approval procedures (Expectation A3.1)

- ensure that all programmes are fully approved before students commence their studies (Expectations B1 and A3.1)
- ensure that the opportunity to gain recognition of prior learning is made explicit to students during the application process (Expectation B2)
- ensure that the Learner Involvement Strategy systematically engages students at both operational and strategic levels (Expectation B5)
- ensure that the information provided for its intended audiences about the learning opportunities it offers is fit for purpose, accessible and trustworthy (Expectation C)
- articulate internal processes, roles and responsibilities for programme monitoring and review, to assure and enhance the quality of students' learning opportunities (Expectation B8).

Mid-process student-focused engagement (MSE)

16 In June 2016, QAA conducted a mid-process student-focused engagement (MSE) at Glyndŵr University. The review lasted for one day and was conducted by two QAA officers. The report will not be published but will be shared with the institution and HEFCW.

Educational Oversight monitoring visit

17 Following an Annual Monitoring visit in December 2015 the review team concludes that the Graduate School of the Environment (the School) at the Centre for Alternative Technology (CAT) has made acceptable progress with continuing to monitor, review and enhance its higher education provision.

HER Embedded College

The QAA review team formed the following judgements about the higher education provision at International College Wales Swansea (ICWS).

- The maintenance of the academic standards of awards offered on behalf of Navitas and ICWS's degree-awarding body **meets** UK expectations.
- The quality of student learning opportunities is **commended**.
- The quality of the information about learning opportunities **meets** UK expectations.

Annual monitoring visit

University of Wales

18 In order to provide assurance to HEFCW on the continuing effectiveness of the University of Wales' exit arrangements, QAA conducts annual monitoring visits at the University.

19 The monitoring visits consist of a report from the University (including any supporting documentation), a one-day visit by two members of QAA staff and an unpublished report for the University and HEFCW.

20 An annual monitoring visit by QAA took place on 14 June 2016. The monitoring team received the University's briefing report prior to the visit. The team looked for evidence that the University is ensuring that collaborative centres take appropriate and effective action to rectify issues of academic standards and quality identified by the University, and ensure that 'learning experiences and opportunities for student engagement are not unduly compromised' in the exit process.

21 The monitoring team's third report will be sent to the University and HEFCW by the end of August 2016.

Institutional briefing for providers with reviews in 2015-16

22 A briefing event for review teams, lead student representatives and facilitators was held on 15 December 2015 at QAA Gloucester offices for reviews in 2015-16. This included a presentation about the policy context of HE in Wales delivered by Gavin Thomas from Coleg Wales and Cliona O'Neill from HEFCW.

Degree awarding powers and university title

23 In 2015-16 QAA worked with Welsh Government on revisions to DAP criteria and guidance for applicants. Publication is due autumn 2016.

Review of Transnational Education (Cyprus and Greece)

24 QAA conducted a review of transnational education in Cyprus and Greece in November 2015. The review included audits of seven UK universities, including Cardiff Metropolitan University's provision in Greece. The reports were published in March, including an overview report highlighting key findings from the review. The overview report will shortly be translated into Greek.

25 The review also included two case studies. One provided a short overview of the experience of UK universities with an active presence in Greece and Cyprus, following interviews with institutions who have been involved in recent QAA review activity and so not selected for this review. The other case study provided largely factual accounts of two UK universities offering qualifications delivered in conjunction with another degree-awarding body.

Higher education in further education providers (HE in FE)

Review of directly funded HE in FE

26 QAA conducted Higher Education Reviews in 2015-16 at: Grŵp Llandrillo Menai; Gower College Swansea and Grŵp Neath Port Talbot College Group.

HE in FE Network

27 QAA Officers attended both the HE in FE Network meetings held in 2015-16 and provided updates on development at QAA particularly in relation to college-based higher education.

Concerns investigations

28 In 2015-16, QAA received eight submissions about institutions in Wales to its Concerns Scheme, which resulted in three initial inquiries. There was one full investigation regarding an alternative provider in Wales in 2015-16. The investigation took place outside the SLA with HEFCW.

Access to HE in Wales

29 In 2016 QAA published data about Access to HE in 2014-15, which showed that the number of QAA-recognised Access to HE courses running in Wales decreased by three (to 78), while the number of Access to HE students decreased by 144 (to 2,095).

30 QAA's Access Recognition and Licensing Committee (ARLC) oversees all of QAA's Access to HE responsibilities and reports to the Board. Professor Antony Chapman (Vice Chancellor, Cardiff Metropolitan University) and John Grattan (Pro Vice-Chancellor, Student Experience and International, Aberystwyth University) are the QAA Board representatives on the ARLC; Professor Chapman is also chairs the ARLC (Professor Grattan resigned in May 2016).

31 Agored Cymru (the one Access Validating Agency in Wales) submitted its 2014-15 annual self-evaluation report to QAA in December 2015, as required. QAA's feedback on the report included two indications of good practice, four required actions and nine recommended actions. The AVA's response to the required action was considered in May 2015 and the annual self-evaluation report was approved by the ARLC. The AVA's risk status remains 'low'.

32 Development of subject descriptors for Access to HE Diplomas providing progression to nursing, midwifery and social work programmes in higher education continued.

The descriptors will play a similar role in relation to Access to HE Diplomas as Subject Benchmark Statements do for higher education qualifications. Working group membership includes a representative from the All Wales Nursing Admissions Tutor Group (of universities). The Care Council for Wales was invited to join the working group for social work but was unable to take up the offer. The Chair of the social work working group is a representative from the University of South Wales. The Chair is also a member of the Access Qualification Development Group, a subgroup of the Access Recognition and Licensing Committee, which provides advice about QAA's developments of the Access to HE Diploma.

33 In October 2015, QAA held its annual Access to HE Higher Education Admissions Fair in London. Workshops on financing undergraduate studies in nursing and midwifery were run by the University of South Wales.

Review support activity

Reviewer training for Higher Education Review Wales.

34 Seven reviewer training events were delivered in 2015-16, which prepared prospective reviewers for Higher Education Reviews in both England and Wales. Aspects of the delivery were differentiated according to method. This differentiation was underpinned at the briefing event in December 2015 for review teams, lead student representatives and facilitators in Gloucester.

Evaluation of reviews

35 QAA undertook four reviews in 2015-16 at the following providers:

- Aberystwyth University
- Gower College Swansea
- Grŵp Llandrillo Menai
- Neath Port Talbot College.

Overall comments on the HER process

36 In response to the request for positive aspects of the HER process, the following is a summary of the main points highlighted:

- the engagement of the review team, ensuring students were included and put at ease
- opportunity for the institution to reflect and take stock of its quality assurance processes
- first team meeting
- opportunity to meet with staff and students
- opportunity for meetings to be held using the Welsh language
- enables wider cooperation and understanding among staff relating to the purposes of quality assurance
- responsiveness of institutions to provide evidence.

37 In response to the request for aspects of the process which could be improved there were only seven responses, the following is a summary of the main points highlighted:

- templates
- the absence of a separate theme section in the SED
- more opportunity for general student feedback not relating to specific questions
- an early presentation on bilingual strategy and delivery would have been helpful
- parts of the FTM at the provider duplicated activities at the review visit
- not always easy to access data for example retention and achievement over a number of years.

Development and enhancement activity

38 We have continued to develop our services for subscribers in Wales and across the UK.

Revision of Subject Benchmark Statements

39 QAA is currently revising the final 19 statements of the 56 being revised between 2013 and 2016. These groups have included representation from 13 members from Welsh institutions.

40 The Statement on Welsh is also being revised. The review group comprises members from eight Welsh institutions, and two Welsh-based employers. The consultation draft and the final version are both being published in Welsh and in English in accordance with the Welsh Language requirements and was completed at the end of July 2016.

Quality Code Enhancement Project

41 QAA formally launched its call for contributions at the QAA Annual Conference in April and through its website. Examples for sharing across the sector are invited from all providers across UK HE. The aim is to support the development of policy and practice by setting examples in the context of relevant indicators of the Quality Code, with links to additional resources and prompts for reflecting on practice. QAA Officers gave a presentation at the QAA Wales Committee in March 2016 to raise awareness of the project.

Quality Enhancement Network

42 The Quality Enhancement Network brings practitioners from subscribing institutions

together to share experience to support the enhancement of practice. Events are on topics that providers have indicated (formally or informally) are of interest or are challenging/topical. While no events were held in Wales in 2015-16, nine delegates from Welsh institutions attended events in England.

Student engagement

Higher Education Review: Wales

43 The Engagement team has supported the Quality Assurance Group in delivering institutional briefings to the Higher Education Providers who undergo HER Wales reviews throughout Wales. This has typically involved briefings in Aberystwyth, Llandudno and Neath Port Talbot. The team has also offered one-to-one support for the Lead Student Representative at Aberystwyth.

44 The team has also supported a HER Wales briefing at QAA Gloucester office in December 2015, which included a separate Lead Student Representative session.

Wise Wales

45 QAA has funded a £10,000 project with Wise Wales throughout 2015-16, looking at specific aims of sharing good practice engaging 'hard-to-reach' students, that is off-campus students. This project also incorporates the continued work of Wise Wales in the field of student engagement alongside HEFCW.

46 Representatives from Wise Wales have also delivered presentations at QAA's Annual conference (April 2016) at the University of Birmingham and QAA's recent 'Evolving Student Engagement' conference (May 2016) in Manchester. These sessions were delivered primarily with a view to raising awareness of the partnership work in Wales across the UK.

47 A representative from QAA has attended all Wise Wales Steering group meetings and has undertaken several one-to-one contract management meetings throughout 2015-16.

Quality Matters conference

48 This event took place on 8 October 2015 in Birmingham, attracting over 120 delegates and including nine delegates from Welsh institutions and two representatives from Wise Wales. Feedback indicated eighty-five percent of delegates found the day valuable and reported that they would disseminate information back at their institutions.

Evolving Student Engagement conference

49 This conference was held on 17 May 2016 in Manchester. There were over 120 delegates with five from Welsh institutions. Representatives from Wise Wales also delivered a breakout session and attended the conference. One hundred percent of delegates rated overall content of the conference as good or very good and one hundred percent indicated that they feel better informed about student engagement in higher education.

Student Engagement Advisers

50 QAA has continued to deliver its Student Engagement Adviser Scheme throughout 2014-15. The scheme is designed to help providers with the student engagement elements within Higher Education Review: Wales.

51 There are currently three advisers based in Wales, two at Cardiff University and one at Cardiff Metropolitan University. Between them they have supported five higher education

providers since July 2015 under the scheme.

52 One Welsh provider, Neath Port Talbot College, has taken up the support of a student engagement adviser since July 2015.

Key employer-focused activity

53 QAA ran a two year project focusing on employer engagement from 2014-16. This project aimed to build understanding and collaboration between the higher education sector and employers. Its deliverable outcomes have now been completed and the future work in this area is being reviewed.

Other support activity

Liaison with other relevant bodies

54 See paragraphs 64 and Table 2

Assisting with enquiries from the higher education sector and from others in Wales

55 There were a total of 74 enquiries relating to QAA activity in 2016.

This consisted of the following:

- Access to HE - 19 (26 per cent)
- Concerns 9 (12 per cent)
- DAP 2 (2 per cent)
- degree/institution information - 4 (5 per cent)
- further enquiries - 4 (5 per cent)
- non-QAA enquiries - 2 (2 per cent)
- provider enquiries - 9 (12 per cent)
- events - 14 (19 per cent)
- reviews - 4 (5 per cent)
- administrative queries - 7 (10 per cent)

Supporting, monitoring and reporting on QAA activity

Team Wales

56 Team Wales is an internal QAA committee, remitted to monitor, evaluate and ensure that QAA delivers on its commitments in Wales. It is chaired by the Head of QAA Wales, includes representatives from across QAA's group structure, and meets formally three times per year (October, March and July).

Wales Committee

57 The Wales Committee met three times in Cardiff during 2015-16. The first meeting was held in Cardiff in November 2015 with reports on the Green Paper and noted developments regarding the Hazelkorn and Diamond reviews along with HEFCE's Quality Assessment Review.

58 The second meeting was held in Cardiff in March 2016, with reports on the Higher Education (Wales) Act 2015, Hazelkorn and Diamond Reviews. The Committee also received updates on QAA's Quality Code enhancement project and student engagement activity.

59 The final meeting of the year was held in Cardiff in May 2016 and included discussion on the work of the QAA Governance Review Working Group and recommendations received from the Leadership Foundation for Higher Education (LFHE). Reports were provided on HEFCW's progress with a number of consultations and its adjustment to being both funder and regulator. An update was received on how the White Paper may affect Welsh providers and if the Welsh Government would need to make any changes to processes for Wales. The Committee also noted QAA's proposed response to HEFCW's Quality Assessment Framework consultation.

Head of QAA Wales

60 The Head of QAA Wales has held a number of meetings with relevant bodies and has attended a range of events (see Table 2).

Table 2: Meetings Involving the Head of QAA Wales

Date	Meeting with and/or attendance at
9 September 2015	Universities Wales Officer meeting
10 September 2015	Welsh Language Commissioner
11 September 2015	HEFCW TNE meeting
18 September 2015	HEFCW SLA meeting
9 October 2015	Neath Port Talbot Network meeting
26 October 2015	Universities Wales Officer meeting

2 November 2015	Welsh Government meeting regarding Hazelkorn review
12 November 2015	HEFCW NSS consultation event
26 November 2015	Welsh Government Officer meeting
1 December 2015	Estyn MoU meeting
1 December 2015	Annual meeting with CEO
9 December 2015	Welsh Government Officer meeting
9 December 2015	NUS Annual Winter Reception
6 January 2016	HEFCW meeting with the
22 January 2016	HEFCW meeting
23 February 2016	Welsh Language Scheme briefing
2 March 2016	Universities Wales Officer meeting
2 March 2016	Coleg Cymraeg Cenedlaethol annual meeting
12 April 2016	Welsh Government
15 April 2016	Network meeting with FECS
20 April 2016	HEFCW meeting with the CEO

61 Contact details for the Head of QAA Wales can be found at:

- www.qaa.ac.uk/contact-us
- www.qaa.ac.uk/about-us/wales.

Other QAA officer time in Wales

62 As well as the Head of QAA Wales, other QAA staff have been involved in delivering a range of review support and other services in Wales. These are set out in the table below.

Table 3: Other QAA officer time in Wales

Date	Activity
26 November 2016	WN/DB - Wales Committee

2 March 2016	WN/DB - Wales Committee
12 April 2016	WN/IK - Welsh Government
25 May 2016	WN/DB - Wales Committee
6 June	DB - Cardiff University
20 June	DB - Cardiff Met

Table 4: Subscriber visits and meetings undertaken in 2015-16

Date	Activity
5 October 2015	University of South Wales
8 October 2015	University of Wales Trinity St David
19 October 2015	Bangor University
25 October 2015	Glyndŵr University
23 November 2015	Cardiff Metropolitan University
20 April 2016	Cardiff Metropolitan University
25 April 2016	University of Wales
6 June 2016	Cardiff University
17 June 2016	Aberystwyth University
29 June 2016	Swansea University
Review Year 15-16	Aberystwyth University
Review Year 15-16	Grŵp Llandrillo Menai
Review Year 15-16	Grŵp Neath Port Talbot College
Review Year 15-16	Gower College Swansea

Publications (Wales only)

63 QAA developed a number of publications specific to Wales in 2015-16. These are listed in the table.

Table 5: Wales-only QAA publications

Date	Publication
August 2015	Higher Education Review: Wales of University of South Wales www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007793
September 2015	Higher Education Review: Wales of University of Wales Trinity St David www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007858
October 2015	Mid-process student-focused engagement: Aberystwyth University (not published but shared with University and HEFCW)
October 2015	Mid-process student-focused engagement: Bangor University (not published but shared with University and HEFCW)
October 2015	Higher Education Review: Wales, A handbook for providers (update for consultation) www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2996
January 2016	Specific Course Designation monitoring report: Centre for Alternative Technology www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10021550
April 2016	Subject Benchmark Statement: Welsh (for consultation) www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=3067
July 2016	Higher Education Review: Wales of Grŵp Llandrillo Menai www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007820

Welsh Language Scheme

64 QAA submits an annual monitoring report on the Welsh Language Scheme to the Welsh Language Commissioner, and in 2015 reported the following:

- upgrading of the QAA website platform and restructuring of the site to simplify navigation and removal of some content
- QAA's review activity in Wales

- QAA had two fluent Welsh speakers
- implementing and monitoring the Scheme.

65 QAA published eight bilingual publications during 2015-16 (including three review reports); seven shorter translations were commissioned (such as web pages, event invitation and correspondence).

Table 5: Bilingual texts and correspondence

Date	Text or correspondence
August 2015	Press release: University of South Wales
November 2015	Subject Benchmark Statement: Welsh - Letter of engagement and Briefing document
January 2016	Draft Subject Benchmark Statement: Welsh (for group discussion meeting)
January 2016	Draft Subject Benchmark Statement: Welsh - student reader comments
February 2016	Draft Subject Benchmark Statement: Welsh - Circular Letter, survey monkey and web copy for consultation draft
April 2016	Response to email from Welsh Language Commissioner with CEO's contact details
May 2016	Cover letter to Welsh Language Commissioner responding to draft standards compliance notice

Appendix A: Draft breakdown of expenditure (2015-16)

Wales			
Analysis of Actuals v Budget 2015-6			
	2015-16	2015-16	
	Budget	Actuals	Variance
	£		£
Review costs	63,673	57,295	6,378
Access costs	893	2,206	(1,313)
Overseas	3,127	2,135	992
Pay Quality Assurance Group	95,980	98,174	(2,194)
Additional Wales costs	5,710	4,925	785
Access General	3,347	3,086	261
Public Engagement Group costs	76,179	76,620	(441)
Quality Development Group costs	72,991	83,625	(10,634)
Infrastructure pay costs	145,359	135,099	10,260
Infrastructure non pay costs	104,112	103,176	936
Total costs	571,371	566,341	5,030
Income			
Other Income - including investment income	(9,500)	(11,638)	2,138
Subscription income	(262,216)	(265,471)	3,255
Overhead contribution	(7,507)	(5,714)	(1,793)
Allocation of DAP deficit	1,228	(1,119)	2,347
SLA 2014-15	(293,376)	(293,376)	0
Total Income	(571,371)	(577,318)	5,947
Total un-funded / shortfall	-	(10,977)	10,977

Appendix B: Summary of QAA review outcomes (2009-16)

Review method	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Institutional Review/Higher Education Review: Wales from 2015-16		University of Wales, Newport	Aberystwyth University	Glyndŵr University	Cardiff Metropolitan University	University of South Wales	Aberystwyth University
		University of Wales	Bangor University		Cardiff University	University of Wales Trinity Saint David	Grŵp Llandrillo Menai
			University of Wales Trinity Saint David		Swansea University		Grŵp Neath Port Talbot College
							Gower College Swansea
Mid process student-focused engagement (MSE)						Aberystwyth University	Glyndŵr University
						Bangor University	
Overseas (TNE)	University of Wales (Malaysia)	University of Wales (Singapore)					Cardiff Metropolitan University

Review method	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Concerns (full investigations)		University of Wales (Turning Point Business School, Singapore; Accademia Italiana, Bangkok; and Fazley International College, Kuala Lumpur)	University of Wales (and London School of Business and Finance Ltd; Finance & Business Training Ltd)				
Review of Foundation Degrees				Aberystwyth University Bangor University Cardiff Metropolitan University Glamorgan University Glyndŵr University Swansea University University of Wales, Newport University of Wales Trinity Saint David			

Review method	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Access to HE				Agored Cymru			
Review for Educational Oversight			Bellerbys: Wales International Study Centre	Wales Evangelical School of Theology	Wales Evangelical School of Theology	Wales Evangelical School of Theology	No review due to commendable outcome in 2014-15
Review for Specific Course Designation			Navitas: International College of Wales, Swansea		Navitas: International College of Wales, Swansea [commended]		Navitas: International College of Wales, Swansea
					The Centre for Alternative Technology (CAT)	The Centre for Alternative Technology (CAT)	The Centre for Alternative Technology (CAT)

Key

	Confidence judgement/meeting UK expectations/meeting responsibilities with no serious risk to academic quality and standards identified. May include recommendations to address areas for improvement.
	Some aspects of provision found to have limited confidence/or required improvement/or concerns identified. Follow-up action completed.
	Some aspects of provision found to have limited confidence/or required improvement/or concerns identified. Follow-up action ongoing (includes the provision of action plans to address weaknesses).
	No confidence/does not meet expectations.

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